

## MANAGING STANDARDS-BASED TEACHER EDUCATION FOR TRANSFORMATION

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### ABSTRACT

*Recognition of the importance of developing teacher education is closely tied to the need for standards to transform the system and to harmonize school and teacher education. This has become crucial pre-requisite for the much needed shift towards knowledge based economy. This paper presents an overview of the management and subsequent needed techniques to manage standards based teacher education. The study suggests determining primarily the standards of education before embarking on standards based teacher education. The model as presented has been illustrated with example which is more directional in nature deliberating on standards of education and based on these standards and outline for teacher education. The model will prove helpful to teacher educators and their curriculum planners in reshaping standards based teacher education.*

### INTRODUCTION

Education has been the target of serious criticism regarding the efficacy and relevance of its procedures. In the field of education new dimensions are constantly being added to educational programs, management, teachers' training, teaching learning strategies and assessment. On realizing the inadequacies, the management should have the ability to initiate change and adjust and sustain transformation in the frequently changing environment.

Management is the process of attaining organizational goals by effective and efficient planning, organizing, leading and controlling. Teachers, now being the education managers are the main driving force of the management process. They engage in the distinct process of management, a set of on going activities, as they pursue the institutional goals. Therefore education manager is someone who actively participates in the management process through the four functions of planning, organizing, leading and controlling the resources of their organization. These education managers in various organizations are confronted by different challenges which call for identification of educational elements such as their knowledge, skills, abilities, competencies, curriculum, syllabus etc related to students in their own institution.

The purpose of this article is to initiate discussion on new

premises on standards of education and its possible impact on teacher education. The proposed framework places special emphasis on identifying basic elements for defining standards of education, focusing students as a centre of interest and subsequently transforming standards-based teacher education.

Like every organization, education service industry also has its own product. Here the product or output is a student who has achieved and acquired the desired education level of that specific stage and has become the input for another level in the hierarchy of education, that is, a student, who is the output of class 1 has acquired all the knowledge, skills and behaviour necessary to be attained by them and thus has become input for class 2 after qualifying for the entry standards set for the students of class 2 and so on. Similarly the output of education is the input for society and world of work.

Standards, in general sense, are the determinants of quality as well as guidelines for way forward. In education system standard tools have been given minimum attention in the past and so education has been left to the choice of individuals or groups. In the absence of standards in education, the required competencies of the teachers are neither identified nor understood properly. Thus the lack of standard education consequently created problem of harmonization in school education with teacher education. Similarly, the

absence of standard-based-education has left a gap in determining the standards for assessment.

This paper is an effort to draw a theoretical framework to transform teacher education to standards-based teacher education particularly addressing desired competencies. This model will pave the way for the educationists to determine much-required standards for education and standards for teacher education to achieve quality in education. The standards for education as proposed, considers individual learner as center of interest and thereby address four major aspects related to student e.g. a successful learner, confident individual, responsible citizen and effective contributor. While developing standards for teacher education these standards serve as foundation for identifying major aspects of teacher education such as professional knowledge and understanding, which includes curriculum, education system and policies, professional responsibility, and comprehension of principles, theories and their perspectives. Second aspect of standards for teacher education could be professional skills and abilities encompassing teaching strategies, classroom organization and management, pupil assessment, professional reflection, communication etc. Third aspect reflects on the adherence to professional values and commitment. This model framework of standards for education and standards based teacher education is not comprehensive and thus, the contribution of educationists in the field is invited to build-up further.

The standards of education are discussed in the following sections

## 1. Standards for Education

Standards adopted in Education enables pupils to become the following sets of learners as described below

### 1.1 Successful learners

Students with enthusiasm to learn, intrinsic motivation, determination to reach high standards of achievements and openness to new thinking and ideas and are also able to:

- use literacy and communication skills
- use technology and information sources for learning

- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply acquired learning in new situations

### 1.2 Confident individuals

Students with self-awareness, self-respect, a sense of physical, mental and emotional well-being, secure values and beliefs and aspirations and are also able to:

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self-aware
- develop and communicate their own beliefs and views of the world
- live independently
- assess risk and make firm decisions
- achieve success in different areas of activity

### 1.3 Responsible citizens

Students with respect for others, commitment to participate responsibly in political, economic, social and cultural life and adherence to democratic principles and are able to:

- develop knowledge and understanding of the world and world of work
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of social issues.

### 1.4 Effective contributors

Students with an enterprising attitude, flexible and resilience and self-reliance and are able to:

- communicate well in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop ideas
- solve problems.

## 2. Standards for Teacher Education

Standards of education that lead to determining standard based teacher education are:

### 2.1. Professional knowledge and understanding

#### 2.1.1 Curriculum

*Acquire knowledge and understanding of the relevant area(s) of pre-school, primary or secondary school curriculum*

- Knowledge, understanding and practice all skills in the area of the curriculum or subject(s) to be taught.
- Match the level of the curriculum and subject(s) to the needs of pupils.
- Use and adapt materials for learning and teaching to stimulate and challenge pupils.

*Acquire knowledge and understanding to fulfill their responsibilities as appropriate to the stage of education*

Pre-school and primary stages

- Knowledge and understanding of the content of the curriculum in relation to literacy and numeracy as set out in national guidelines.
- Planning and working with pupils are based on a secure knowledge and understanding of the developmental stages of children.
- Knowledge and understanding of the methods and underlying theories for effective teaching and select the most appropriate methods to meet pupils' needs.

Secondary stage

- Knowledge and understanding of the demands of subject in relation to set national guidelines.
- Know how to match the demands of work in their own subject with pupils' skills.
- Promote attainment necessary for pupils' work in their subject area.

For all stages

- Promote and support the individual development, well-being and social competence of the pupils in their class; and show commitment to raising these pupils' expectations of themselves and others.
- Apply knowledge and understanding of personal,

social and religious education, and, when appropriate vocational education at a level, which stimulates and challenges pupils being taught, and raises awareness of relevant issues.

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- Appropriate knowledge and understanding in the use of ICT.

*Acquire the knowledge and understanding to enable them to plan coherent and progressive teaching programs, and justify what they teach.*

- Plan for effective learning in the area(s) of the curriculum or subject(s) to be taught, or themes being studied.
- Knowledge and understanding to justify what is taught within the area of the curriculum or subject(s), in relation to its value, contribution in learning and general development; and its relevance to the needs of the pupils.

*Acquire an understanding of the nature of the curriculum and its development*

- Understanding of the principles of structure, scope, balance, progression and continuity in the curriculum.
- Knowledge and understanding of the processes of change and development in the curriculum.
- Knowledge to draw on relevant comparisons with other systems.

#### 2.1.2 Education system and professional responsibilities

*Acquire a broad and critical understanding of the principle features of the education system, educational policy and practice*

- Understanding of the national framework of the education system.
- Knowledge and understanding of the provisions of the constitution and United Nation's Convention on the Rights of the Child and teachers' roles and responsibilities in this area.
- Understanding the principles of equality, opportunity and social justice.

*Acquire a good working knowledge of the stage in which they teach and their professional responsibilities within it*

- Understanding of the system including, the role and organization of national, provincial and district education authorities; management of schools and resources, classroom learning and teaching related to national policy; quality assurance, staff development and review; and the work of school management committees and parents' teachers associations.
- Knowledge of the teacher's role and responsibilities.
- Awareness of their responsibilities for contributing to the ethos of the school-promoting positive relationships between staff, pupils and parents.
- Knowledge about proper way of reporting to parents on their children's progress and discussing matters related to their children's personal, social and emotional development in a sensitive and productive way.
- Understanding of the roles and responsibilities of staff within the school, including their responsibility for school improvement.
- Know about the roles of other professionals and how to work with them.

## **2.2 Principles and perspectives**

*2.2.1 Acquire knowledge of relevant principles, perspectives and theories of professional values and practices*

- Knowledge and understanding of the stages of child development, which they are able to use to take account of their pupils' needs.
- Knowledge and understanding of the main theories of learning and use them in planning their own teaching and pupils' learning.
- Ability to discuss their own view of education, the curriculum and professional practice, based on a knowledge and understanding of moral and religious values and philosophical ideas in a changing society.

*2.2.2 Acquire an understanding of research and its contribution to education*

- Know how to access and apply relevant findings from educational research.
- Know how to engage appropriately in the systematic investigation and research.

## **3. Professional skills and abilities**

### **3.1 Teaching and learning**

*3.1.1 Communicate effectively, using a variety of media, to stimulate pupils and achieve the objectives of lessons.*

- Ability to use appropriate strategies to motivate and sustain the interest of all pupils during a lesson.
- Ability to communicate with pupils clearly in a stimulating manner.
- Ability to question pupils effectively and respond to their questions.

*3.1.2 Employ a range of teaching strategies and justify their approach*

- Ability to use direct interactive teaching to reinforce and extend work in class.
- Ability to select strategies for teaching and learning, appropriate to the subject, topic and pupils' needs.
- Ability to use a wide variety of resources, including ICT in a number of different learning and teaching situations.
- Ability to teach individuals, groups and classes.
- Ability to evaluate and justify the approaches of learning and teaching and their impact on pupils.

*3.1.3 Set expectations and a pace of work, which make appropriate demands on all pupils*

- Match tasks and pace of work to the needs of all pupils.
- Ability to identify and respond appropriately to pupils with difficulties in learning.
- Ability to respond appropriately to gender, social, cultural, religious and linguistic differences among pupils.
- Ability to encourage pupils to take initiatives in, and become responsible for, their own learning.

*3.1.4 Work effectively in co-operation with other professionals and adults in order to promote learning*



- Ability to work co-operatively in the classroom with other professionals and adults, such as parents and headteacher.
- Ability to identify the ways in which additional support in the classroom can assist pupils' learning.

## 3.2 Classroom organization and management

### 3.2.1 Organize classes and lessons to ensure that all pupils are productively employed when working individually, in groups or as a class

- Know how to plan a well-organized classroom, designed to stimulate the pupils and ensure their health and safety.
- Ability to co-operate in planning and organizing work with others.
- Ability to make use of the environment and resources outside the school to support teaching and pupils' learning.
- Know how to enable pupils to make full use of chosen materials and equipment including ICT.
- Know how to use display effectively.

### 3.2.2 Manage pupil behavior fairly by the use of appropriate rewards and sanctions

- Ability to follow a variety of techniques to encourage pupils, promote positive behavior and actively celebrate success.
- Know how to carry out a school's discipline policy.
- Know how and when to seek the advice of colleagues in managing pupils' behavior.
- Demonstrate justification of the approach, which is used in managing the pupils.

## 3.3 Pupil assessment

### 3.3.1 Understand and apply principles of assessment, recording and reporting

- Knowledge of principles and purposes of summative and formative assessment, including criterion and norm-referenced techniques.
- Demonstrate the use of assessment techniques appropriate to the age and stage of pupils.
- Ability to use techniques such as teachers' reports,

marking of work, observation, questioning and testing, to establish the levels of attainment of individuals, groups and classes.

- Know about the ways of producing reports for parents.

### 3.3.2 Use the results of assessment to evaluate and improve teaching and to improve standards of attainment

- Knowledge of monitoring progress against national expectations and individual targets, diagnose difficulties, confirm attainment of learning outcomes and set targets for next steps of learning.
- Know how to use the information obtained from assessments to encourage and reward pupils, to explain errors in learning and to advise them to overcome difficulties and to make progress.
- Ability to encourage pupils to assess themselves and engage with them in dialogue about their progress.
- Know about studies of national and international surveys of pupils' attainment.

## 3.4 Professional reflection and communication

### 3.4.1 Access and evaluate professionally relevant literature

- Ability to use appropriate search techniques to identify relevant literature.
- Ability to analyze and evaluate a range of texts.
- Demonstrate the use of knowledge to broaden understanding and improve practices.

### 3.4.2 Construct and sustain reasoned and coherent arguments about educational matters and professional practices

- Ability to frame clear questions in discussing educational matters.
- Ability to justify and substantiate an argument, using evidence as appropriate, and draw appropriate conclusions.
- Demonstrating the written reports they produced, which are well-structured, convincingly argued and technically accurate.

### 3.4.3 Reflect on and act to improve the effectiveness of their practice

- Ability to make decisions about professional practice based on evidence.
- Know how to adopt a questioning approach in professional enquiry and action research.
- Ability to contribute to the school development planning.

## 4. Professional values and personal commitment

### 4.1 Value and demonstrate a commitment

- Respect and value children and young people as unique, whole individuals.
- Demonstrate respect for the rights of all children.
- Value and promote fairness and justice and adopt anti-discriminatory practices in respect to gender, race, colour, disability, age, religion and culture.
- Demonstrate commitment in promoting and supporting the individual development, well-being and social competence of the pupils.

### 4.2 Value professional growth and development

- Demonstrate a commitment to self-evaluation and continuing professional growth and development.
- Willingness to contribute and respond to changes in education policies and practices.

### 4.3 Value, respect and show commitment to the communities in work environment

- Promote and respond to partnerships within the community with professional colleagues, other professionals, parents, other agencies and the learners themselves.
- Knowledge of environmental issues and be able to contribute to education for sustainable development.
- Know about the requirements of education for citizenship and be willing to encourage pupils to be active, critical and responsible citizens.
- Willingness to work co-operatively with other professionals.

## Conclusion

Some of the recent trends and views that dominate the field of education depart from this perspective to be more isolated and subjective. Based on this framework educational planners and curriculum experts not only highlight standards of education but also become aware of interrelationship. This new perspective on educational planning and curriculum development presents challenge. It demands strategic ability in planning as a participatory process where goals are defined and redefined continuously. This challenge opens up a series of questions concerning appropriate training of teachers, identification of competencies based on standards of education that may fall in various disciplines such as educational psychology, sociology, and philosophy.

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